DOCUMENT RESUME

ED 404 345 TM 026 083

AUTHOR Satterlee, Brian
TITLE International Partnership in Educational Evaluation: The NEWLO Project.
PUB DATE Mar 96
NOTE 21p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Accountability; Attitude Change; Daily Living Skills; Disadvantaged Youth; Educational Objectives; *Evaluation Methods; Foreign Countries; *Formative Evaluation; International Studies; Literacy Education; *Partnerships in Education; Program Development; Program Evaluation; Secondary Education; Technical Assistance; *Vocational Education
IDENTIFIERS *Grenada

ABSTRACT

The Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA) was formed to provide on-site, overseas technical assistance and training in health, agriculture, social services, and education. This paper reports on the beginnings of an evaluation of the New Life Organization (NEWLO), a vocational training institute in Grenada, West Indies, evaluated by a consultant from FAVA/CA. NEWLO provides vocational, attitude adjustment, literacy, and life skills training to disadvantaged youth in Grenada. The NEWLO evaluation project was used to develop, implement, and evaluate an institutional evaluation process. NEWLO staff will be able to assess the effectiveness of the education the project provides its students and will form closer ties with those who employ its graduates. NEWLO will also be able to demonstrate accountability to stakeholders and to show that it supports the published national goals for education in Grenada. Attachments include summaries of interviews with public officials in Grenada, an outline of the formative evaluation and program review process planned, an evaluation questionnaire, and the vocational program review survey for participants. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY
BRIAN SATTERLEE

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

ED 404 345

INTERNATIONAL PARTNERSHIP IN EDUCATIONAL EVALUATION: THE NEWLO PROJECT

by

Brian Satterlee, Ed.D.
Dean, Adult and Continuing Education
Warner Southern College (FL)

March 1996

TM026083

BEST COPY AVAILABLE

INTERNATIONAL PARTNERSHIP IN EDUCATIONAL EVALUATION: THE NEWLO PROJECT

Brian Satterlee, Ed.D.
Dean, Adult and Continuing Education
Warner Southern College (FL)

March 1996

Abstract

Global interdependence is of particular concern to the state of Florida. Currently, the Caribbean basin accounts for 28.5 percent of all world exports from Florida. In response to increasing economic development between Florida and the Caribbean, the Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA) was formed to provide on-site, overseas technical assistance and training in health, agriculture, social services, and education.

FAVA/CA projects are demand-driven. Consultants do not impose technologies and programs on recipients. They respond to overseas assistance requests from their professional counterparts. Projects are "owned" by the requesting organization, whether public or private. Priority is given to projects that create jobs, increase productivity, promote self-sufficiency, and improve living conditions.

The purpose of the NEWLO project was to develop, implement, and evaluate an institutional evaluation process. The results of the project were threefold. First, NEWLO staff will be able to assess the effectiveness of the education it provides to its students. Second, it will begin to form closer ties with business, national government, and industry leaders who employ its graduates. Third, it will be able to demonstrate accountability to its significant publics, opening venues for geographic expansion, institutional fundraising, and supporting the published national goals for Grenada education.

BIOGRAPHICAL SKETCH

Brian C. Satterlee currently serves as professor of business and dean of Adult and Continuing Education at Warner Southern College. Warner Southern College, located in Lake Wales, Florida, is a private, four-year liberal arts institution. Prior to joining Warner Southern in 1992, he was director of Technical and Industrial Education at Seminole Community College. He received his doctorate in Occupational Education from Nova Southeastern University, has published nationally within his discipline, and has presented papers at professional conferences. Dr. Satterlee has consulted with numerous organizations on topics related to strategic management in higher education, human resources development, and the development and evaluation of educational programs and services.

INTERNATIONAL PARTNERSHIP IN EDUCATIONAL EVALUATION: THE NEWLO PROJECT

Brian Satterlee, Ed.D.
Dean, Adult and Continuing Education
Warner Southern College (FL)

Introduction

Global interdependence is of particular concern to the state of Florida. By the year 2000, Florida is expected to have the second largest population in the United States. The rapid growth in population will require the state to produce additional jobs, business opportunities, industries, and new markets in which to sell its products. The European Community will become a major competitor for Florida's markets. In order for Florida to successfully compete with this large trading block, it must develop a comparable arrangement.

Florida's geography and ports present an excellent opportunity for trade in the Southern hemisphere. Currently, the Caribbean accounts for 28.5 percent of all world exports from Florida. In an effort to continue this trend, Florida must continue to strengthen and develop economic partnerships with the Caribbean. With the belief that Florida's future is interwoven with that of its Caribbean neighbors, Governor Bob Graham formed the Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA).

Florida International Volunteer Corps (FIVC), a subsidiary of FAVA/CA, is a one-of-a-kind development partnership between Florida and its Caribbean neighbors. FIVC consultants provide on-site, overseas technical assistance and training in health, agriculture, social services, and education. Those selected as volunteers are expert consultants in their fields -- from corporations, government, universities, professionals, and trade associations.

FIVC activities are demand-driven. Volunteers are partners, not parents. Corps consultants do not impose technologies and programs on recipients. They respond to overseas assistance requests from their professional counterparts. Projects are "owned" by the requesting organization, whether private or public.

Technical assistance and training are effective when they are timely and accessible. FIVC is a small, action-oriented agency free of institutional constraints which can burden governments and large private organizations. FIVC can recruit, screen, and place consultants in weeks, not years. According to the U.S. Agency for International Development, FIVC assistance has been from 40 percent to 50 percent less expensive than that provided by international technical services firms. Additionally, the consultants have generated up to five dollars in cash, materials, and supply donations for every dollar invested in his or her placement.

Projects focus on positive outcomes. FIVC criteria include solid grassroots support, projects which can be self-sustained, and have high human and economic payoff potential. Priority is given to projects that create jobs, increase productivity, promote self-sufficiency, and improve living conditions.

The NEWLO Project

On 14 November 1995, FAVA/CA requested I serve as a consultant to the New Life Organization (NEWLO), a vocational training institute in Grenada, West Indies. The purpose of this project was to develop, implement, and evaluate an institutional evaluation process. It was agreed that I would make two visits to the island. The first, conducted in February 1996, was to

develop the process and train NEWLO staff in how to implement the evaluation. The second to be conducted in April 1996, will be to provide an outside validation of the entire process.

The mission of NEWLO is "to provide quality vocational and life skills training for disadvantaged young people of all religions and creeds, facilitating growth and development of the individual in relation to the family, the community, and the nation."

The educational system in Grenada is directed by a corps of talented and dedicated teachers and administrators, but it operates on a base of limited resources. Its primary focus at the present is the advancement of those young people who will eventually proceed to university studies. Many young people, whose talents are not those found within the academic sphere, are unable to pass the common entrance examination to secondary school (43 percent passing rates). Among those who do enter secondary school, some become discouraged by their inability to keep pace within the academic program. Others persevere, but eventually find that they are unable to pass the rigorous testing which is administered by the Caribbean Examination Council (49 percent passing rates). Educational options then become very limited -- there are only six vocational training institutions in Grenada, each of these being rather highly specialized and very costly to attend. The future then, for many of Grenada's earnest and hopeful young people, is decidedly unpromising.

Many young Grenadians come from homes marked by continuing cyclical poverty, and by irregular family relationships. Often appropriate adult role models are not present within the home environment. Consequently, the young people become confused with respect to their identity and sense of growth and development. Coupled with an inability to succeed in the educational sector, these conditions frequently lead to a negative self-image and overall feelings of

hopelessness regarding the future. A number of young people turn to substance abuse or criminal activity in the face of the apparently empty days and years which seem to lie ahead.

In a manner perhaps consistent with the times, the foregoing conditions were initially addressed during the revolutionary period of 1979 to 1983. Many of these young people were marshaled into youth groups or the militia, where they found a sense of identity, purpose, and an esprit de corps that they had never known before. However, upon the collapse of the revolutionary movement in late 1983, the support system was summarily removed. The situation for these young people became even more bleak and uncertain than before.

It was at this point that the leaders of the Anglican, Methodist, Presbyterian, and Roman Catholic churches responded by seeking guidance in the establishment of a vocational training center similar to the successful SERVOL organization in Trinidad. A campus site was selected, a board of directors was elected, staff were assembled, and forty students (all at or about the age of seventeen) were admitted in July of 1984.

The other vocational schools in Grenada, with very small enrollments when compared to NEWLO, focus exclusively on direct entry into skill training programs. However, in the majority of such cases, the student's negative self-concept, lack of appropriate work ethic, and low motivation prove to be a severe impediment to effective training and development. NEWLO, in contrast, not only provides skills training, but also training in attitude adjustment (conducive to becoming a productive member of society), as well as workforce literacy. All NEWLO students are required to complete a fourteen-week training program known as the Adolescent Development Program (ADP). The purpose of ADP is "to nurture growth and maturity in the realms of the social, physical, intellectual, creative, emotional, and the spiritual." Workforce

literacy, in terms of basic literacy and math skills, round out this truly holistic approach to vocational education. Completion of the ADP results in the emergence of a more stable and positive individual who enters his or her area of skill training with more confidence and optimism. NEWLO graduates then become skilled workers who take pride in themselves, and in the services they render and in the products they make.

A wide array of specific skills training options is available at NEWLO. Instruction is provided in masonry, plumbing, woodworking, electrical work, general maintenance, sewing, hospitality arts, health care (preschool children or elderly), fisheries, and cosmetology. As the training schedule allows, small job contracts are accepted by the appropriate departments, to provide students with on-the-job work experiences.

NEWLO is an organization in transition. When the current executive director was named eighteen months ago, she found almost a complete lack of administrative structure and support systems. Since that time, she has developed an administrative and support structure capable of implementing the project. She has requested assistance from FAVA/CA to help design and implement an evaluation process for NEWLO. The purpose of this consultation was to develop and implement an institution-wide comprehensive evaluation process.

The results of this assignment are threefold. First, NEWLO staff will be able to assess the effectiveness of the education it provides to its students. Second, it will begin to form closer ties with business, national government, and industry leaders who employ its graduates. Third, it will be able to demonstrate accountibilty to its significant publics, opening venues for geographic expansion, institutional fundraising, and supporting the published national goals for Grenada education. NEWLO is expected to become a major force in Grenada's educational system.

Attached is the comprehensive educational review protocol developed by the FAVA/CA consultant during the duration of the assignment in Grenada. The protocol was developed in cooperation with the NEWLO executive director. Over the next three months, the executive director will implement the protocol.

The NEWLO executive director has requested the FAVA/CA consultant to return to Grenada at the end of April 1996 to conduct a validation visit for the completed evaluation process. Validation visitations are considered a generally accepted practice in the evaluation of educational institutions.

Daily Activities Summary:

date	activities
1-28-96	Traveled from Lake Wales (FL) to St. George's (Grenada).
1-29-96	Provided an overview of educational evaluation processes; discussed numerous program review models and techniques; affirmed the purpose and scope of the FAVA/CA consultation.
1-30-96	Met with each member of the NEWLO staff on an individual basis to discuss the strengths, weaknesses, opportunities, and threats bearing on their respective units.
1-31-96	Met with various members of NEWLO's significant publics, including Prime Minister Keith Mitchell, to discuss NEWLO's role in the national arena. See the attached sheet for details.
2-01-96	Observed Independence Day celebrations as requested by the NEWLO executive director. Met with the president of the National College to discuss expanding NEWLO's role in providing education on a national basis.
2-02-96	Developed final educational evaluation protocol. Gave final instructions as to procedures for implementation. The NEWLO executive director indicated that all objectives for this phase of the FAVA/CA project have been successfully met.
2-03-96	Returned to Lake Wales (FL).

INTERVIEWS WITH SIGNIFICANT PUBLICS
JANUARY 31, 1996

Dr. Brian Satterlee, Dean
Warner Southern College (Florida)

Dr. Keith Mitchell, Prime Minister of Grenada

Prime Minister Mitchell stated that the national goal for education is to prepare young people with the job skills and attitudes necessary to meet the opportunities of the 21st century. To accomplish this, educational reform must occur. Specifically, the reform must address the bias that many have toward vocational education. Without diminishing the need for the study of traditional academic subjects, students must be trained in a job skill.

Too often, upon completion of their secondary education, talented young people of Grenada seek to continue their education in other nations. He believes that Grenada needs to be the "added-value" provider of education. This can be accomplished by engendering a holistic approach to educating the young person.

According to Dr. Mitchell, NEWLO is "about people, not the government running everything." He envisions NEWLO as part of the national development plan to create economic opportunity for all of the people of Grenada. Once the opportunity is created, the people must embrace the challenge and make the best of the opportunity provided. NEWLO's contribution is to provide each of it's students a transition from school to work, with a major emphasis on small business development. To accomplish this, NEWLO needs to develop into a multiple-site operation.

Mrs. Claris Charles, Chief Advisor to the Minister of Education

The Grenadian philosophy of education must move from a focus on the teacher to a focus on the student. This reform will not be easily implemented. There is a lack of vocational guidance for young people at the primary level. Only two counselors are available for the entire island.

According to Mrs. Charles, a need exists for NEWLO to expand to handle the increasing numbers of young people entering the job market. Perhaps NEWLO could offer instruction at satellite locations across the island.

After the interview, Mrs. Antoine and I discussed the possibility of NEWLO staff training designated faculty of each primary school in the art of vocational guidance.

Ms. Faye Thompson, Coordinator, Agency for Rural Transformation

According to Ms. Thompson, ART works in rural communities with disadvantaged youth. Not many organizations work with such clients. NEWLO is one of the few that do work with this segment of society. ART is connected with NEWLO in that it helps identify potential students, and if feasible, provides funding in terms of tuition assistance, transportation, and the like.

She believes that NEWLO will need to expand to accomodate the growing segment of the population that needs NEWLO services. This could be done by offering instruction at more than one site.

BEST COPY AVAILABLE

Mrs. Anne John, Manager, National Children's Home

"Save the Children", a function of NCH, conducts parenting training with NEWLO strudents and NEWLO parents. NCH provides a full scholarship to one trainee. Perhaps NEWLO and NCH could develop a joint venture in expanding parenting training to other constituents. This would require NEWLO to expand from one site to many.

Ms. Nester O'Neale, Peace Corps Coordinator

The goal of the Peace Corps in Grenada is the development of it's youth through education. NEWLO, with it's focus on at-risk youth, is an organization in-tune with the Peace Corps mission. Common projects need to be identified and undertaken. Perhaps the Peace Corps can help NEWLO develop a campus library.

The NEWLO Board of Directors

The Board was provided a brief overview and purpose of this project. Three suggestions were made: (1) a television documentary should be made of the validation visit in April; (2) NEWLO should use the evaluation to become self-funding, or at least less sufficient on outside funding; and (3) a brief history of NEWLO should be included as an introduction to the evaluation.

BEST COPY AVAILABLE

NEWLO

PROGRAM EVALUATION FORMAT

Introduction

Purposes

Four general purposes for implementing a program review process exist. The first purpose is to assess the quality of the academic offerings of the institution. The second purpose, closely related to the assessment of program quality, is program improvement. The third purpose is to improve management decisions by assisting decision-makers in the determination of whether or not the program is providing relevant educational experiences to its consumers. Fourth, educational assessment is used to demonstrate accountability to the program's significant publics. The NEWLO format for program review will emphasize all four purposes.

Approach to Program Review

The NEWLO approach to vocational program review is formative, that is,assessments will be made during program operation for the purpose of improvement via the (1) identification of program needs, (2) appropriate allocation of resources, and (3) curricular and staff revisions.

Both quantitative and qualitative measures will be used to evaluate each program. Quantitative measures will provide data pertaining to a program's cost effectiveness. Qualitative measures will provide information relevant to whether or not a program is achieving intended behavioral objectives for trainees.

Operating characteristics of the NEWLO program evaluation format include: (1) the initial assessment of program quality in order to establish baseline data for comparison with future evaluations; (2) the comparison of program objectives with program results; (3) the generation of information for revision of program goals and/or content, planning and budgeting, and the reallocation of resources to oversubscribed programs; and (4) program participants, including faculty, students, graduates, employers of graduates, and administrators will participate in the process.

Program Review Process

The Director will initiate the program review process. Each program faculty will conduct the self-study, using the specified format. The Director will serve as a resource person to provide guidance to faculty during this phase of the process. Once the self-study is completed, recommendations will be made to improve the program. Timelines will be established to provide deadlines for the implementation of recommendations.

The initial reviews will be filed in the Director's office. Once each year, program faculty will be required to provide an update on the program review process, i.e., a feedback loop is established on an annual basis.

Program Review Components

Five components comprise the total evaluation: (1) interviews conducted with NEWLO faculty; (2) interviews conducted with significant publics; (3) surveys of students, graduates, and employers; (4) the program review format; and (5) validation of the process by outside evaluators.

Interviews conducted with NEWLO faculty. Each faculty member will be interviewed to ascertain program strengths, weaknesses, opportunities, and threats. The Executive Director will produce a summary of the findings, and utilize the results to improve the educational process at NEWLO.

Interviews conducted with significant publics. Key individuals to NEWLO will be identified and interviewed as to how NEWLO relates to their organization, and what can be done to facilitate closer working relationships. The Executive Director will produce a summary of the findings, and utilize the results to improve the relationships between NEWLO and its significant publics.

Surveys of students, graduates, and employers. These constituents will be surveyed for each program in operation. The Executive Director will tabulate the results, record written answers, then produce a summary of findings for each program. The results of these surveys will be used to generate a list of recommendations to improve each educational program. Every recommendation will include the following information: the nature of the recommendation, what must be done to implement it, the resources needed to implement it, who will be responsible to see that it gets done, and a timeline for implementation.

Program Review Format. The faculty of each program will, in cooperation with the Executive Director, conduct the program review. This entails completing the required format and compiling documentation that supports the review. The documentation will be added to the format as apendices. It is expected that many appendices will be developed in support of the review. Provision has been made in the format to indicate which appendix holds the documentation for the specific evaluative criterion.

Upon completion of components one through four, the faculty, in cooperation with the Executive Director, will produce a master list of recommendations for submission to the outside evaluators. Every recommendation on the master list will include the following information: the nature of the recommendation, what must be done to implement it, what resources are needed to implement it, who will be responsible to see that it gets done, and a timeline for implementation.

Outside Evaluators. Upon completion of components one through four, two outside evaluators will either validate or invalidate the self study conducted by NEWLO faculty and staff. The basis of validation will be documented evidence that NEWLO has conducted the review in accordance with the published program review process. At this point, final recommendations will be made to NEWLO for the improvement of educational practice.

Format

Date of Review _____

Name of Program _____

Name of Individual Primarily Responsible for the Program _____

Instructions. Below are listed the standards by which each vocational program will be evaluated. The standards consist of a number of evaluative criteria. Your task is to determine whether or not the program conforms to each criteria. Each response requires documentation that supports the specific criterion. Circle the appropriate response.

Standard 1: Mission Statement -- a current written mission statement is available and influences thought and action for the vocational program. The mission statement:

1. Is in harmony with the mission statement of NEWLO.....Yes No DOC_____

2. Was developed as a joint effort of teachers, administration, and industry....Yes No DOC_____

3. Is consistent with the national mission of vocational education.....Yes No DOC_____

Standard 2: Administration -- administration is provided to ensure a well-managed vocational program. Administration provides:

1. An advisory council that meets at least twice a year to help determine program needs and to assist in the promotion and evaluation of the program, with minutes of the meetings on file.....Yes No DOC_____

2. Job descriptions on file for all staff members; staff members understand and carry out the job description.....Yes No DOC_____

3. Funds budgeted for consumable materials, supplies, and equipment to accomplish course objectives.....Yes No DOC_____

4. Written policies and procedures specifically addressing the operation of NEWLO are on file and implemented.....Yes No DOC_____

5. The program has a craft advisory group....Yes No DOC_____

BEST COPY AVAILABLE

Standard 3: Instructional Staff -- the instructional staff is both professionally and technically competent to provide students with a quality vocational program. The instructional staff:

1. Possesses the personal and occupational competencies necessary to prepare students for entry-level employment in the field...Yes No DOC_____

2. Is engaged in staff development programs..Yes No DOC_____

3. Serve as active members of NEWLO staff, sharing in decision-making processes and participating in program promotion.....Yes No DOC_____

4. Are sensitive to student needs, recognize individual student abilities, and practice appropriate teaching methods that motivate students to maximum performance..Yes No DOC_____

5. Have a positive attitude toward the teaching profession and demonstrate a concern for the advancement of NEWLO's programs.....Yes No DOC_____

6. Plan and implement instruction in cooperation with ADP counselors and other support personnel.....Yes No DOC_____

Standard 4: Instructional Program -- the instructional program reflects the stated program mission statement through experiences designed to meet the needs of all students. The instructional program is/is not:

1. Valid competencies needed by students for entry into employment.....Yes No DOC_____

2. Utilization of lesson plans with clearly stated instructional objectives, activities, and resources.....Yes No DOC_____

3. Student files including placement records maintained for all students and contain all necessary data such as completed course work at NEWLO.....Yes No DOC_____

4. Course objectives written in measurable terms and presented to students.....Yes No DOC_____

5. Textbooks and/or other instructional materials supplied in sufficient quantity to meet program objectives.....Yes No DOC_____

6. Current lesson plans, prepared by faculty, based on the needs of local industry.....Yes No DOC_____

BEST COPY AVAILABLE

7. Provisions for evaluating the performance of the instructor.....Yes No DOC_____

8. Emphasis on developing student problem-solving abilities necessary to succeed in the craft.....Yes No DOC_____

9. Program content developed from course objectives, craft advisory group input, and other resources.....Yes No DOC_____

10. Program content organized into course outlines, unit plans, and lesson plans....Yes No DOC_____

11. Results of written and performance tests and observations documenting student safety and craft knowledge and skills.....Yes No DOC_____

12. Utilization of both instructor-centered and student-centered instructional methods.....Yes No DOC_____

13. Both group and individual student learning activities are included in the instructional methods.....Yes No DOC_____

14. Measurement of student achievement via a variety of testing techniques and other evaluation methods.....Yes No DOC_____

15. Assistance of faculty in the job placement and follow-up of students.....Yes No DOC_____

16. The program is of sufficient duration of time to achieve the stated objectives.....Yes No DOC_____

Standard 5: Program Costs -- the program demonstrates both cost effectiveness and cost efficiency. The Executive Director, in cooperation with the business office, will provide the appropriate format for this section of the program review. Examples of items to be included are program expenditures for the last three years, program income for the last three years, number of graduates for the last three years, number of placements for the last three years, and the like.

BEST COPY AVAILABLE

Standard 6: Student Populations Served -- students are admitted into and served by the program regardless of race, sex, creed, age, national origin or special needs.

1. Program activities are appropriate to the maturity and educational level of all students.....Yes No DOC_____

2. Special assistance as required to enable students to succeed in the program is provided to those who are academically or economically disadvantaged.....Yes No DOC_____

Standard 7: Support Services -- support systems for vocational education provide human, physical, and financial resources instrumental for attaining program goals and objectives.

1. Maintenance services that assure safe and functional facilities and equipment are provided.....Yes No DOC_____

2. Custodial services that assure safety and sanitary facilities are provided.....Yes No DOC_____

3. Transportation is provided in support of the instructional program.....Yes No DOC_____

Standard 8: Evaluation -- a systematic, continuous evaluation program exists and utilizes standards to assess all elements of the vocational program.

1. Instructors and the Executive Director meet at regular intervals to formally examine and evaluate the program.....Yes No DOC_____

2. One-year follow-up surveys of graduates are made to determine their current occupational status.....Yes No DOC_____

3. Employers of graduates are surveyed concerning the effectiveness of graduates on the job.....Yes No DOC_____

4. Findings are based on data collection and an analysis is disseminated to the evaluators and appropriate constituents...Yes No DOC_____

5. A written course of action is developed for correcting each deficiency identified, priorities are determined, actions implemented and the effectiveness of these actions to correct deficiencies is addressed.....Yes No DOC_____

Standard 9: Facilities and Equipment -- adequate facilities and equipment are provided to assist in achieving program goals and course objectives. **Facilities and equipment are provided that:**

1. Are maintained in a neat, clean, orderly, safe, and attractive condition.....Yes No DOC_____

2. Allow storage of supplies and equipment in a systematic and safe manner.....Yes No DOC_____

3. Meet the requirements for the number of students enrolled.....Yes No DOC_____

4. Restroom facilities for both sexes in or near classrooms.....Yes No DOC_____

5. Floors and all other surfaces kept free of waste material, grease, and other obstructions.....Yes No DOC_____

6. Adequate instructional stations for the number of students enrolled.....Yes No DOC_____

7. Equipment replicates that found in the occupation for which training is provided.....Yes No DOC_____

8. Properly maintained tools, machines, and equipment are available on the basis of their instructional value in fulfilling program goals and course objectives.....Yes No DOC_____

9. Lighting is adequate for the activities performed within the facility.....Yes No DOC_____

10. Corrective maintenance and preventative maintenance are performed within a reasonable period of time following written notification to the Executive Director....Yes No DOC_____

11. Annual review of facilities with modifications as needed to accommodate changes in program objectives and changes in technology.....Yes No DOC_____

BEST COPY AVAILABLE

Standard 10: Safety and Health -- a written safety and health program is implemented to ensure safe working conditions and practices.

1. Records of each accident and follow-up procedures taken are on file, emergency procedures for responding to accidents are posted, and instructors have a written plan for a safety and health program.....Yes No DOC_____

2. Inspection maintenace, repair, and replacement records on equipment are current and on file.....Yes No DOC_____

3. Safety practices are monitored continuously and reviewed annually by the instructor.....Yes No DOC_____

4. The craft advisory group provides input into the health and safety program.....Yes No DOC_____

Standard 11: Public Relations -- various methods and media are utilized to inform and involve the education community, business, industry, government, and the public in general about the program for the purpose of generating support and ensuring full program implementation.

1. Business and industry are informed about and given the opportunity to participate in program activities.....Yes No DOC_____

2. Non-vocational faculty and staff are informed about the program for the purpose of generating support, guidance, and interdisciplinary educational opportunities.....Yes No DOC_____

3. Faculty establish and maintain cooperative working relations with leaders in related industries, organizations, and agencies...Yes No DOC_____

4. Handbooks and brochures describing the program goals, objectives, and policies are prepared and utilized.....Yes No DOC_____

5. The faculty, students, parents, employers, advisory members, and others in the community understand the education objectives, major activities, and accomplishments of the program.....Yes No DOC_____

NEWLO

VOCATIONAL PROGRAM REVIEW SURVEY

Instructions. The purpose of this vocational program review survey is to recieve feedback from those who might benefit from NEWLO's services. You have been identified as one such person. Your opinions mean a great deal to NEWLO staff. Please read each statement, and circle the response that you believe is most accurate. Thank you for your assistance in this matter.

How would you rate this NEWLO program in each of the following areas? 1 = poor 4 = excellent ? = don't know

1. The program is essential to the success of NEWLO.....1 2 3 4 ?
2. The quality of the faculty.....1 2 3 4 ?
3. The quality of program graduates.....1 2 3 4 ?
4. The quality of the curriculum.....1 2 3 4 ?
5. The quality of the educational facilities.....1 2 3 4 ?
6. The quality of the administration.....1 2 3 4 ?
7. The demand for graduates in this craft.....1 2 3 4 ?
8. Job opportunities for graduates in this craft....1 2 3 4 ?
9. The benefit of this craft to society.....1 2 3 4 ?
10. The benefit of this craft to the student.....1 2 3 4 ?

Optional Short Answer Questions
Please answer on the back of this sheet.

11. What do feel are the strengths of this program?
12. What, if anything, would you like to see change in this program?

==========

Name of Vocational Program: _____

Circle One: Are you:
a. current NEWLO student
b. graduate of NEWLO
c. employer of a NEWLO graduate
d. other _____

BEST COPY AVAILABLE